

## **Education Leadership Program Update September 2013** by Dr. Perry Berkowitz

Greetings to all our Educational Leadership program graduates and current students! We are pleased to update you on exciting things happening in our program and the college. The Education Leadership programs were recognized this summer by the newly merged National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) under the name CAEP- Council for the Accreditation of Educator Preparation. This recognition places our programs among the elite education leadership programs in the United States.

Our programs continue to include advanced certificates and master's degrees in School Building Leadership (SBL), School District Leadership (SDL) and School District Business Leadership (SDBL). The Institute for New Era Educational Leadership and Innovation continues to offer the Principal's Guild and the Call to Leadership Programs and in addition has been awarded its second annual grant to host English teachers from around the world to spend a semester at Saint Rose. The competitive grant is funded by the US Department of State. The program, International Leaders in Education Program (ILEP), grant for English teachers was awarded to five colleges in the United States. It brings outstanding secondary school teachers of English from the Near East, South Asia, Southeast Asia, Sub-Saharan Africa and the Western Hemisphere to the United States to further develop expertise in their subject areas, enhance their teaching skills and increase their knowledge about the United States. Dr. Falco and Kathleen Roark will once again administer the program in the spring 2014 semester.

Dr. Kevin Baughman is a new addition to the full time education leadership faculty at Saint Rose. He will administer the internship program along with our current internship field coordinator, Nancy Noonan. He will also serve as program coordinator during the spring semester 2014 while Dr. Berkowitz is on leave. Dr. Baughman recently retired from a long time role as school superintendent in Niskayuna.

The fall enrollment is the largest it has been in several years. The New York City area program (Nassau, Suffolk, Westchester Counties and New York City) is also experiencing increased enrollments. With hundreds of school building and school district leaders in New York State who are alumni of the Saint Rose Education Leadership programs, the impact of the program on public, parochial and private education continues to be considerable.

## **E-Mail Address Update – Please Let Us Know**

We want to maintain an up to date e-mail contact list of our colleague family of graduates from our Educational Leadership program at St. Rose. Your receipt of this newsletter indicates that we have a functioning e-mail. However, if you have a more current or primary e-mail address different than the one we have on file, please let Kathleen Roark know by contacting her at [Roarkk@strose.edu](mailto:Roarkk@strose.edu).

## Spotlight on Recent Graduates

Wayne Grignon, Assistant Principal - Goff Middle School, East Greenbush CSD

Craig Forth, Elementary Principal, St. Johnsville CSD

Jessica Karn, Director of Special Education, Amsterdam CSD

Kathy Sherwin, English Language Arts Director, Shenendehowa CSD

Joseph Lenz, Business Administrator, Schalmont CSD

Laura Buzas, Principal, Kingsborough Elementary School, Gloversville Enlarged School District

Kelly Sloan, Principal, St. Madeline Sophie School, Guilderland

Mike DiMezza, Coordinator of Career and Technical Education, Hamilton-Fulton-Montgomery BOCES

Jeff Rivenburg, Coordinator of Educational Technology and Chief Information Officer, Duanesburg CSD

Traci Johnson, Principal, All Saints Catholic Academy, Albany

Jessica Rossetti, Principal, Barton Intermediate School, Queensbury Union Free School District

Jalinda Soto, Principal, Phillip Schuyler Achievement Academy, Albany City School District

Leslie Smith, Assistant Principal, Ballston Spa Middle School

Fred Hutchinson, Principal, Peekskill High School

Cassie West, Educational Technology Director at St. Mary's/St. Alphonsus School in Glens Falls

Erin Hill, Assistant Director for Special Programs for the Cohoes City School District

## Update: Institute for New Era Educational Leadership & ILEP by Dr. John Falco

The Institute for New Era Educational Leadership and Innovation continues to serve school leadership candidates through the Call to Leadership Program (weekend cohort model). In addition the Institute continues to provide professional development for current school principals and assistant principals through the Principals' Guild (funded through a BOCES COSER). This year's first Principals' Guild workshop is on September 27 and there is still time to sign up through the [My Learning Plan](#) website.

Dr. John Falco and Kathleen Roark also coordinated the International Leaders in Education Program (ILEP) grant in 2013 and will do so again in 2014. This grant brings graduate students from all over the world. Countries include Brazil, Egypt, India, Indonesia, Kenya, Morocco, and Uganda.

The ILEP Fellows take two specialized courses at the College, complete fieldwork, and audit graduate courses. Each Fellow is paired with a "Friendship Family". Cultural experiences include trips to New York City, Boston, and Niagara Falls.

The program is sponsored through a U.S. State Department grant. The College is one of only four colleges nationwide to host the program.

## **New Visiting Faculty Member: Kevin Baughman**

Due to the retirement of Robert McClure, Kevin Baughman will serve as a Visiting Professor in the Educational Leadership program for 2013-14. Dr. Baughman has served for the last two years as an adjunct professor in the program teaching courses in our School District Business Leader program (SBDL) as well as the Public School Finance class required for students seeking the School Building Leader (SBL) certification.

Prior to St. Rose, Dr. Baughman served as the Superintendent of the Niskayuna Central School District for nine years retiring in 2011. Kevin also was Superintendent of the Hudson Falls School District, both in New York State. Dr. Baughman brings to our program over 23 years as a school district leader including stints as the Assistant BOCES District Superintendent at the OCM BOCES in Syracuse, Assistant Superintendent of the Vernon-Verona-Sherrill Central School District, and as Business Administrator with the Tully Schools. Kevin started in education as an elementary teacher, teaching grades 5 and 6 in the Baldwinsville and Fulton, New York school systems.

In addition to his duties at St. Rose, Dr. Baughman also assists with superintendent searches, facilitates Board of Education retreats, and consults on new school design that supports 21<sup>st</sup> century learning. Kevin is married, and has three grown children, one of which is a Literacy Teacher in an area school.

Dr. Baughman really enjoys time spent working with aspiring school leaders. According to Baughman, *"There is no greater need than preparing future school leaders to lead through both challenging and changing times. We must ensure that all children have access and opportunity to learn and succeed. Our gaps in student achievement and income must be closed."*

## **CASDA & Principals Leadership Academy New Leaders Seminars**

This is a cooperative program offered to Saint Rose and the University at Albany school leadership students. Two dates have been scheduled for the 2013-14 school year: November 14 and March 6. These are held from 4:00-7:00pm at the CASDA campus in the Massry Center. The meeting is in lieu of one of our regular internship seminars. Other school leadership students are encouraged to attend. In the November seminar, a Saint Rose and SUNY Albany student will be asked to participate in a mock interview. In each session the students get to interact and ask questions of practicing principals. Mark your calendars!

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## St. Rose Administrative Interns: Answering the Call to Lead by Nancy Noonan

Many community members and educators ask, "Who would ever wish to be an administrator in our schools nowadays? There are so many changes and new initiatives to worry about!" The answer is: twenty-three students in the Educational Administration Program at the College of St. Rose who are currently working toward completion of their internship experiences. These students are, for the most part, paid professionals in our public, private and charter schools. They have added considerably to their workloads by dedicating themselves to their internships in educational administration on top of their regular work assignments. Some students are completing their internships as unpaid staff members in a district that is new to them. All of the interns are learning by doing, and appreciative of the guidance and support they receive from their mentors.

The next logical question is: "Why would someone wish to become an administrator?" That question was answered by current interns. Charlene Antalek, who teaches in a parochial school, states: "I've been able to choose many projects that I feel are absolutely essential to the sustainability and success of Holy Spirit School." Dana Wideman, a teacher from Germantown Central School District, says, "I am excited to help improve the district!" She says her new role as co-chair of the district's planning team is a challenge she welcomes.

The administrative internship experience required as part of the certification as a school building leader (SBL) requires a minimum of six hundred hours, covering ten competency areas. While certainly time consuming the adults undertaking this challenge have found it to be a learning experience that is both invigorating and inspiring. Tracy Falvo, completing her internship at Scotia-Glenville Middle School, puts it this way: "My internship experience has been eye-opening. It's amazing how much administrators do in a given day. It's non-stop and fast-paced. I have a new respect for what administrators are responsible for. I have learned a lot and look forward to learning more." Michele Whipple, working at Saratoga Springs City Schools, agrees: "I am in constant awe of the leaders I am working with during my internship. They are some of the brightest, most ingenious and hard working educators I have ever had the pleasure to meet." Pam Burns, who works at Shaker High School, says, "My internship has honestly provided me with a much more authentic idea of the day to day struggles of a school administrator. What I've learned is that being a leader is far less glamorous than one might imagine!"

As internship coordinator, it is readily apparent that the projects undertaken by the interns vary broadly from one experience to the next. The interns are being asked to serve to a much greater degree broader roles than perhaps was true in the past. Many interns have played pivotal roles in planning and executing summer school programs. One intern organized and hosted a two-day technology forum attended by dozens of educators across the region! Several interns have tackled master schedule building, VADIR data entry, providing staff development offerings, writing student and faculty handbooks, helping to create alternative education programs, and many other important projects. Community outreach has also become the focus of many interns' projects. Several have organized parent nights and others have become involved in community-based charity events. All interns are required to take part in the evaluation of staff, which they undertake in concert with their site supervisors and faculty who agree to be observed and 'evaluated' by them. The interns are most appreciative of the faculty who agree to give them this opportunity. Dave Preston, working at Albany High School, credits his mentor with providing guidance about program development, professional development, and other important areas of leadership. "Her insight will be invaluable as I move forward in my professional life.", he says.

Overall, the educational administration interns proudly say that their preparation for the internship experience at the College of St. Rose has served them well. They boast that they have grown considerably during their internships. Lisa Carbinucci, working at Draper Middle School in the Mohonasen Central School District, says, "After three months, I am finding that it feels more like a way of life and I don't have to push, I just...do!" Kellen Roberts, who works at Lansingburgh High School, agrees: "You develop the confidence within yourself you didn't know existed." Of course, the desire of the interns is to secure a position of leadership in the school. Jason Ellis, working in the Troy City School District, put it best when he said, "My internship led to a job and I was able to showcase my leadership skills. I was lucky to work with a great building leader!"

Congratulations to all of the interns for their continued dedication to their profession!

## School Leadership Assessments Computer-Based Testing Schedule

| School Building Leader Administrations | School District Leader/School District Business Leader Administrations | Score Report Date   |
|--|--|---|
| Sept. 28*–Oct. 14, 2013                |  | TBD (Score reports will be delayed due to standard setting for the redeveloped School Building Leader assessment) |
| Jan. 4–Jan. 18, 2014                   | Jan. 15–Jan. 25, 2014  | Feb. 12, 2014   |
| Feb. 15–March 3, 2014                  | Feb. 26–March 8, 2014  | March 26, 2014  |
| April 26–May 12, 2014                  | May 7–17, 2014   | June 4, 2014  |
| June 28–July 14, 2014                  | July 9–19, 2014  | August 7, 2014  |

\*Implementation of the redeveloped assessment

For more information: [http://www.nystce.nesinc.com/NY\\_SL\\_A\\_TestDates.asp](http://www.nystce.nesinc.com/NY_SL_A_TestDates.asp)

### Educating All Students – New Assessment

The revised SBL State Leadership Assessment will include a section known as EAS (Educating All Students). According to the New York State Education website, the framework for the Educating All Students test addresses five competencies: Diverse Student Populations, English Language Learners, Students with Disabilities and Other Special Learning Needs, Teacher Responsibilities, and School-Home Relationships. This exam helps determine that candidates understand the characteristics, strengths and needs of all learners to promote academic growth and help all students, including but not limited to English language learners and students with disabilities, reach their highest levels of achievement and independence. The exam targets candidates' ability to use knowledge of diversity within the school and community to address the needs of all students, create a sense of community, and promote students' appreciation and respect of all students.

The exam also focuses on ensuring that future educators understand effective strategies for promoting positive home-school relationships which enhance student learning. The ability to effectively engage the families/parents of students is often the determining factor in a student's academic success. As a result, the exam includes an assessment of a candidate's ability to communicate with and engage parents, with the goal of encouraging parents to participate in and contribute to their child's learning. Additionally, candidates should understand the rights and responsibilities in situations involving interactions between teachers and students, parents/guardians, community members, colleagues, school administrators and other school personnel.